

Frequently Asked Questions: 2012 RIT Scale School Norms User's Guide

ABOUT THE USER'S GUIDE

Why has the name of the previous study, "Study of Growth Index Performance by School (School Growth Study)," been changed to "RIT Scale School Norms User's Guide?"

The previous study focused on the growth index and its results refer to normative behavior of participating schools. The 2012 research is designed to provide school level norms for both status and growth that pertain to the US population of schools.

WHAT IS INCLUDED

What grade levels are included in the 2012 RIT Scale Norms School User's Guide?

Grades K-10 for Mathematics and Reading, grades 2-10 for Language Usage are included.

Are norms for End-of-Course Tests available?

End-of-Course assessment results (e.g. for Algebra I) are included in constructing the norms. No separate school-level norms are available for End-of-Course assessments.

WHAT IS NOT INCLUDED

Are 11th and 12th grade norms part of the 2012 RIT Scale School Norms User's Guide?

No. There were insufficient numbers of schools to support a norming study for these grade levels.

Are General Science and Science Concepts and Processes part of the 2012 RIT Scale School Norms User's Guide?

No. There were insufficient numbers of schools to support a norming study in these content areas.

Is there growth data for MAP Science tests in the 2012 RIT Scale School Norms User's Guide?

No. There are no school-level norms for General Science or Science Concepts and Processes.

USING WITH REPORTS

Can I use the mean growth from the Achievement Status and Growth class reports with the 2012 User's Guide?

No. The norms in the User's Guide do not refer to classroom-level aggregates.

Can I use data from the Student Growth District Summary reports with the 2012 User's Guide?

The norms apply only to school-level summaries, unless you are a one-school district.

INTERPRETING THE DATA

What is the minimum number of students that can be within a school when interpreting this data?

The norms in this study are applicable for school-level aggregates of 10 or more students.

In Appendix A, I noticed that the approximate 50th percentile did not always equal the 50th percentile in our 2011 Normative Data document. Is this to be expected?

RIT levels from the student norms and the school-level norms should be close, but not necessarily equal at their respective 50th percentiles. Users should also not expect similar RIT levels for percentiles that are away from the middle of their respective distributions.

The RIT values on the tables seem to jump. What do I do if I am between two values?

The skips are result of formatting constraints. Interpolations between neighboring values provide the answers you need.

Does NWEA provide school norms for schools that have calculated the proportion of students that meet or exceed their growth norm?

The 2008 school growth norms were calculated by taking the observed performance of the schools who participated in the norming study and creating percentile ranks based on the proportion of students who met or exceeded their growth norm.

The 2011 school growth norms were estimated using the modeled rather than the observed performance of schools. The new approach is more technically sound, but it required a change in the way we estimated this metric, and that change is inconsistent with the way the metric is currently calculated in our reports.

When we compared the new approach to the current approach to estimating the metric, we found the two approaches did not produce results that could be compared. Rather than calculate this metric in a manner that would make it inconsistent with the way the other metrics for the school and student growth norms are estimated, we decided to not include this metric in the current norms.